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Erasmus+ Project  
**FRIENDS AT HOME, FRIENDS ABROAD**  
P2: First survey



**EB1/PE da Marinheira**  
**PORTUGAL**

In order to better understand the general opinion about European projects and the issue of bullying in our school community, we decided to conduct a small anonymous survey with students. The survey consisted of single and multiple answer questions.

**SECTION A: GENERAL INFORMATION**

This survey was applied in early December 2019 to 25 students, as can be seen from the following table. Thus, 48% of students are from 3<sup>rd</sup> grade and 52% from 4<sup>th</sup> grade. 60% of respondents are male and 40% female.

*Table 1: General characterization of the interviewed students.*

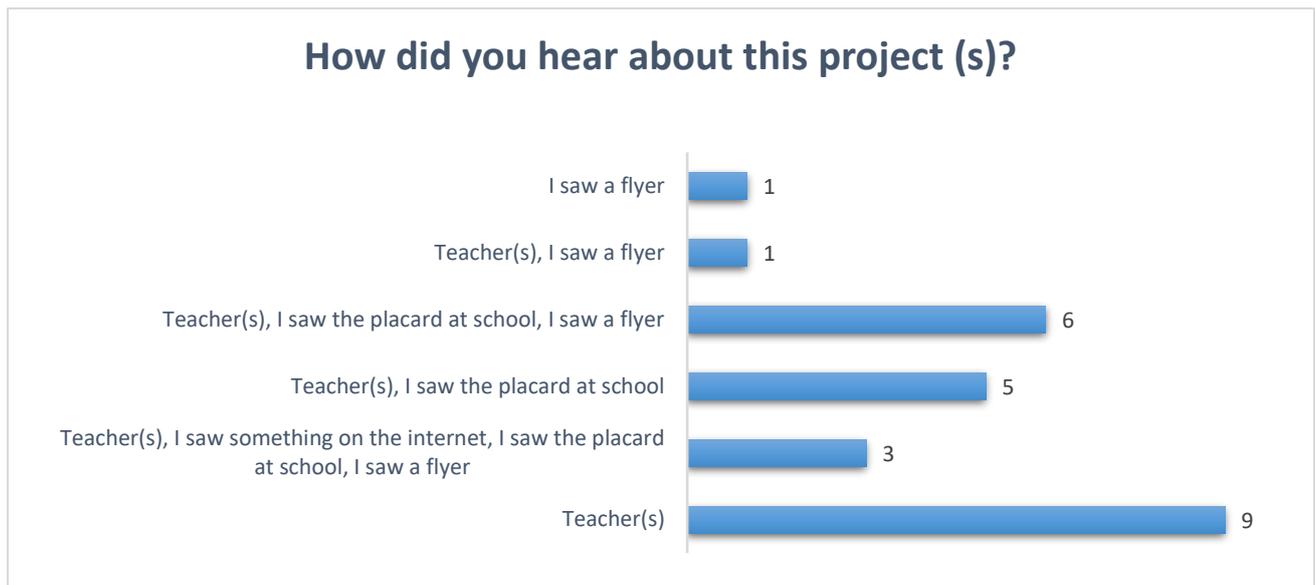
	Male	Female	Other	TOTAL
3 <sup>rd</sup> Grade	10 (40%)	2 (8%)	---	12 (48%)
4 <sup>th</sup> Grade	5 (20%)	8 (32%)	---	13 (52%)
TOTAL	15 (60%)	10 (40%)	---	25 (100%)

The number of students surveyed corresponds to 30% of the total school (Preschool and Primary). If we count only the primary school students, this corresponds to 40%.

## SECTION B: EUROPEAN PROJECTS

All respondents say they know something about European projects, as well as the school's participation in these projects. This shows that the dissemination of European projects is being well done. The way students learned about these projects is relatively diverse.

Figure 1: Knowledge of European school projects.<sup>1</sup>



It should be noted that there is an effort by teachers to disseminate to their classes the Erasmus + projects in which the school participates. In addition, there is an Erasmus corner for each project and the most relevant information is broadcast on the school's TV, making it available to the entire educational community, including parents.

## SECTION C: BULLYING

In this section we want to know how students think about the problem of bullying in our school. Through a series of statements, students responded according to their degree of agreement.

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<sup>1</sup> Question with multiple answer options.

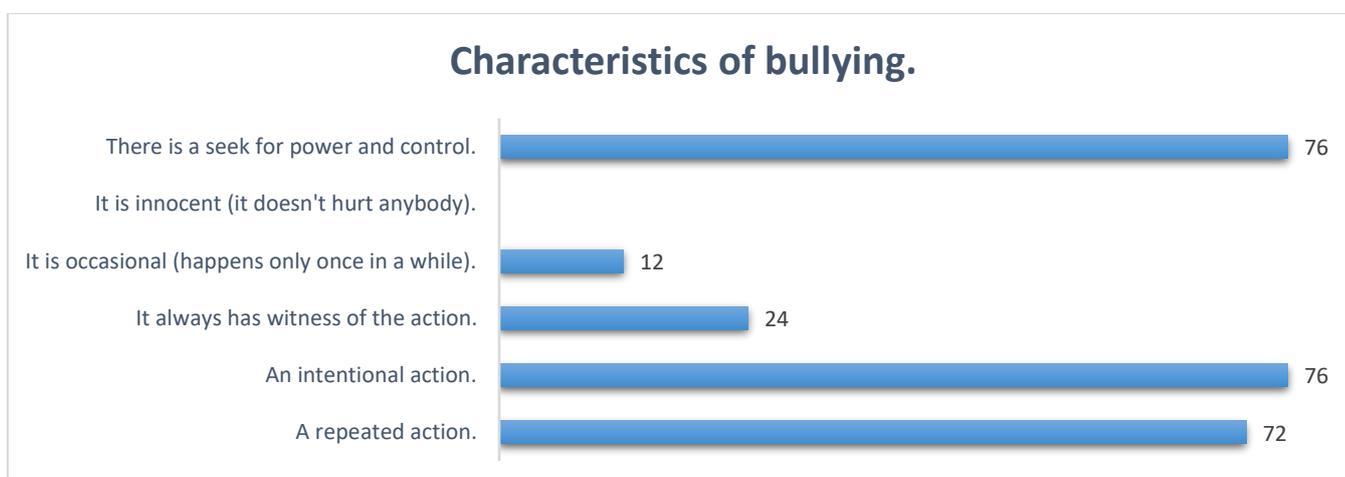
Table 2: Students' opinion about several statements (%).

Give a score to the following statements.	(1) Never	(2) Usually not	(3) Usually yes	(4) Always
I like to come to school.			8	<b>92</b>
I like to be in class.		8	16	<b>76</b>
I feel good at school.		8	44	<b>48</b>
I feel safe at school.			12	<b>88</b>
I like to play on the playground.			24	<b>76</b>
I feel alone at school.	<b>80</b>	4	12	4
I am bullied at school.	<b>72</b>	20	8	
Bullying is a problem in our school.	<b>48</b>	32	12	8
I have friends at school.			12	<b>88</b>
The children argue in the playground.	16	<b>40</b>	<b>40</b>	4
Children are bullied or laughed at our school.	32	<b>44</b>	20	4
The teachers listen to the students when something happens.	4		8	<b>88</b>

As can be seen from the results obtained, we cannot infer that there is a profound problem of bullying at our school. The vast majority of respondents enjoy going to school (92%), being in class (76%) and feel safe (88%). On the other hand, 72% said they were not bullied at school while 48% did not consider it a problem.

Then, students were asked about their opinion on what they consider to be the main characteristics of bullying. As can be seen from the graph below, most consider it an intentional (76%) and repeated (72%) action in which there is a search for power and control (76%).

Figure 2: Characteristics of bullying (%).<sup>2</sup>

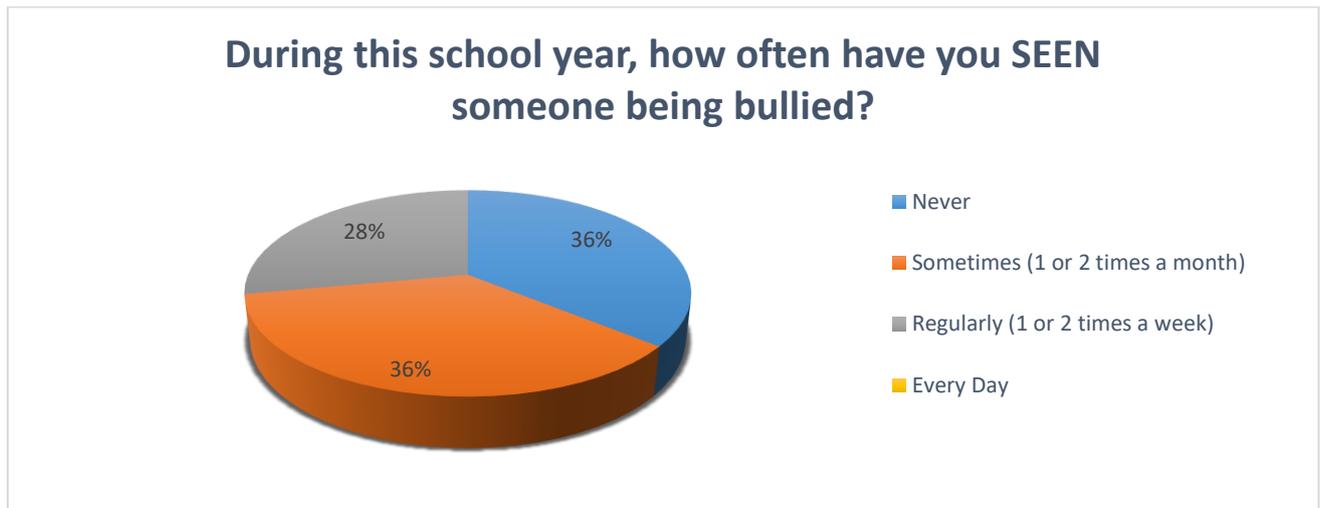


<sup>2</sup> Question with multiple answer options.

The 12% of students who responded that bullying can be characterized by only occasionally occurring, demonstrates some confusion on the part of students about the definition of bullying.

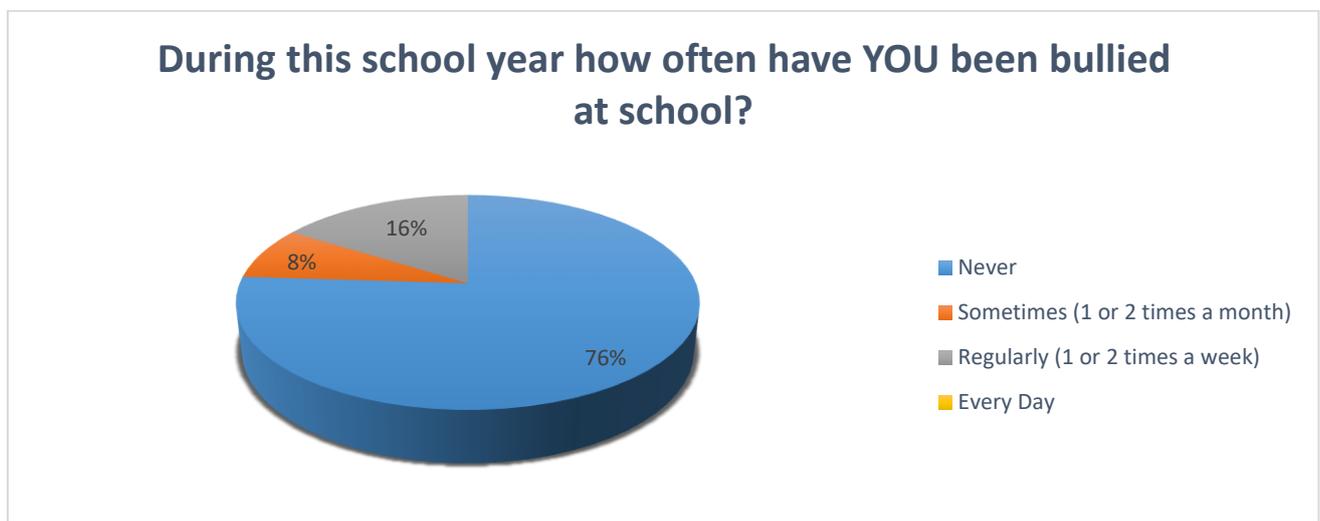
We also asked the students if during this school year they had ever seen anyone being bullied. As it turns out, the results are similar, although no one has claimed that this happens every day.

Figure 3: How often students saw someone being bullied.



Similarly, we questioned the students if they themselves had been bullied during this school year. This is one of the most important questions of the survey as it allows the students themselves to express their personal experience regarding this problem.

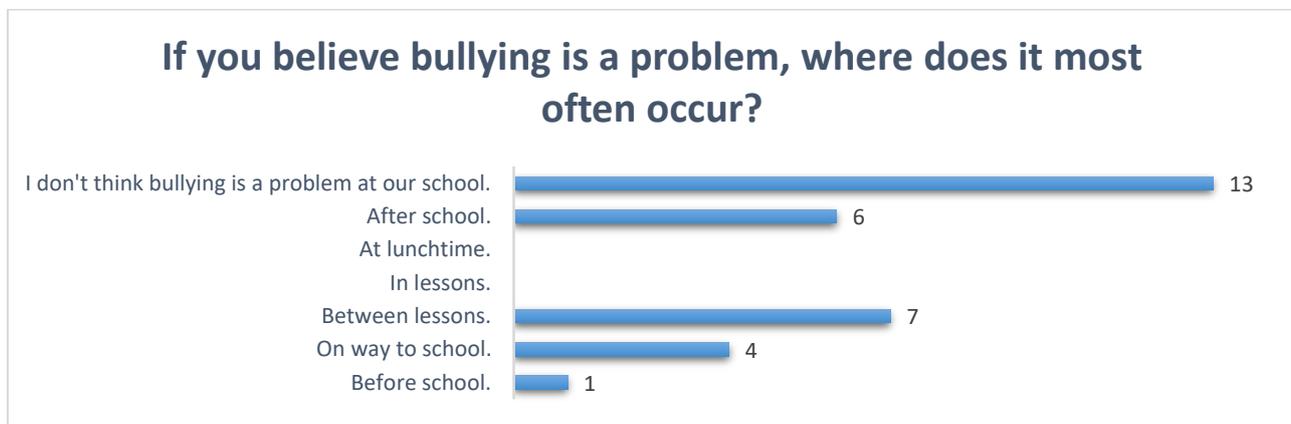
Figure 4: How often have students been bullied.



The vast majority say they have never been bullied in this school year, while 8% say it happens "sometimes" and 16% "regularly". Although positive, they are not numbers that allow us to rest on surveillance for risky behaviours. It is important for the school to understand what caused these 24% of students to feel intimidated.

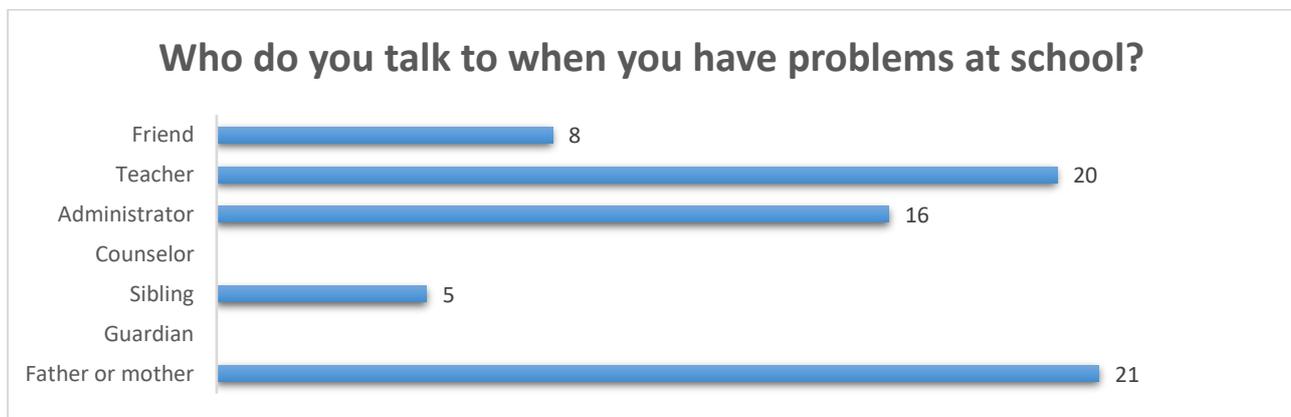
If students believe that bullying is a problem in our school, we questioned where it occurs most often. More than half of respondents (52%) feel that the school does not have a bullying problem, although 28% say that it's during school breaks where it occurs most often. These results deserve a discussion with students about their true degree of knowledge of the behaviours normally associated with bullying, as school breaks are constantly watched by adults (staff and teachers) and there have been no reports of particularly abnormal situations.

Figure 5: Places where bullying occurs most often.<sup>3</sup>



Finally, students responded that when they have problems at school, they talk to their father or mother (84%), the teacher (80%) or the principal (64%). Being a question with multiple answer options, the answers are varied, as shown by the following figure.

Figure 6: Who do students turn to in case of problems at school.<sup>4</sup>



<sup>3</sup> Question with multiple answer options.

<sup>4</sup> Question with multiple answer options.

We think the results of this small survey show that our school is not struggling with a serious bullying problem, but there are specific problems to solve. Still worrying are the 24% of students who report being bullied “sometimes” or “regularly” (Figure 4).

We think that students still do not have a clear distinction between bullying rooted in school culture and normal picardies among children, especially during play. There is work to be done by all educational actors in raising community awareness of this issue, but also in the concrete signalling of situations in which an action may or may not be considered bullying.

It should be noted that our school has a very concrete policy in place regarding bullying and cyberbullying, so it is the duty of everyone to be more aware of this phenomenon. We are a small school as can be seen from the sample of students who conducted the survey, so the emergence of bullying situations will certainly be detected and resolved.

We believe that the coexistence and sharing of good practices with other schools in different countries, provided by the *Friends at Home, Friends Abroad* project, is an excellent added value in combating and preventing the problem of bullying. We hope to learn from our partners prevention and action methodologies and thus enrich the civic culture of our school community.

*Done at EB1/PE da Marinheira, Portugal*

*December 2019*

*The “Friends at Home, Friends Abroad” project coordinator*

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